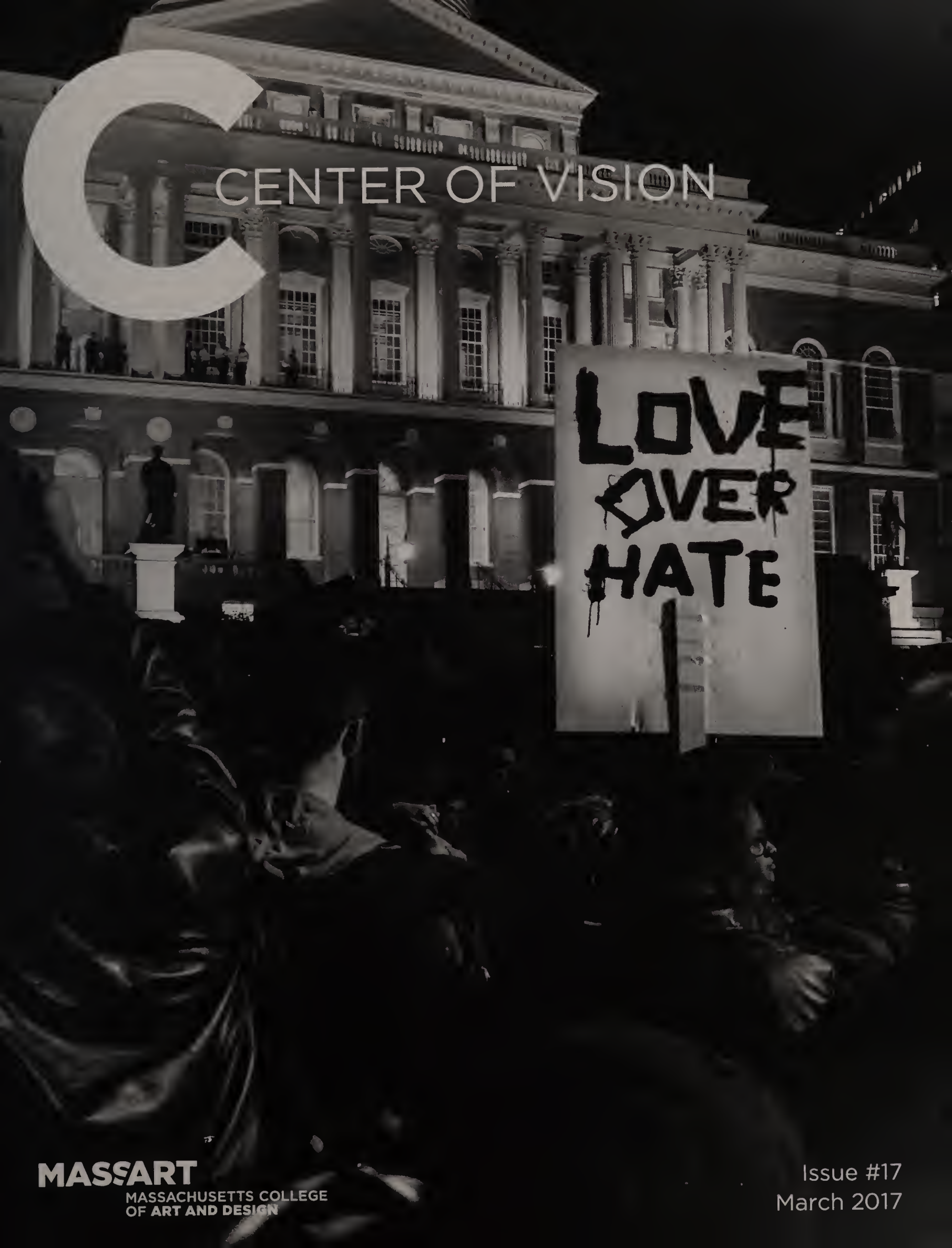




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CENTER OF VISION

LOVE
OVER
HATE

MASSART

MASSACHUSETTS COLLEGE
OF ART AND DESIGN

Issue #17
March 2017

ONE YEAR LATER

This issue marks the first anniversary of the relaunch of MassArt's Center of Vision as a magazine. We, the magazine staff, want to celebrate this occasion by releasing a special issue devoted to the topics of identity, race and social justice on campus—especially since it was also about one year ago that these issues were brought to the forefront of campus life by the student demands presented by the Artist of Color Union (ACU). This issue will feature interviews with members from the MassArt community, and will discuss the actions or changes their department or organization have taken in response to these demands.

The purpose of this issue is to inform our readers of what has happened in the past year and to facilitate these important conversations on campus. To that end, we hope that the content of this issue will inspire members of our community to educate themselves about these topics and work together to make MassArt a more just and equitable community for all.

After receiving an outpouring of responses from around the community, we tried to include as many perspectives as possible. We want to clarify, however, that there are many ongoing efforts on campus to address these concerns beyond those represented in this issue. Therefore, we encourage our readers to learn more about what other departments and organizations are doing by becoming involved in the various workshops and governance meetings on campus.

Sincerely,

Center of Vision Staff

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OF ART AND DESIGN

MERCEDES EVANS

Director of Civil Rights Compliance & Diversity

Q: What changes has your department made in response to the student demands from last spring (those presented by the ACU)?

A: We hired one of a quarter persons; Brenda Bailey, who just came on about a month ago, (although, well, I'm sure she thinks that she's been here for years). It's enabled me to sort of try and figure out a way to cover more basis. What we're planning to do is really look at working with faculty, staff and students. A large part of the demands last year was really looking at training a professional development needs and programming across all three. A priority that she and I have said is to try and go back and review and look at what people feel like they need in terms of programming and planning.

As you know, MassArt doesn't have a whole lot of resources, and what we're trying to do is get people to focus on what it is they really need and what it is they really want. Because training is really expensive and programming can be expensive too, so we don't want to go through the exercise of putting programs out there and training out there when people don't want it or it doesn't suit the needs right now. We're gonna spend time nailing that down and really talking to all segments of the community about what they need.

There are some things we know people mentioned in the demands last year that they wanted. The other thing that we need to really think about is that the world has really changed since last spring, and that we're not the only college out there looking to do the kinds of trainings that students really demanded. With our first look at trying to bring some of these groups to campus and engage some of these organizations, we find out that they've been booked for years. So we're thinking that we should start over now, try to figure out what we need and then go after, look at the appropriate groups and/or the individuals to suit our needs. Unfortunately, it's going to take some time.

We're gonna spend some time really trying to nail down the training and the programming needs and we know that different groups have different needs. Student needs are certainly different than faculty needs, which are different from staff, but there are some things we know that will probably cross all three segments.

One of the things we kind of have to solve is figuring out, 'when do we do that?' As you probably know, there's only one common meeting time for the college, and that's only 1–3pm on



Wednesdays. And everybody's trying to meet. Governance meets, committees meet, so we gotta try to figure out, you know, how do we sort of meet these needs and try to do it in a way that we can get the community to do this on an ongoing basis and at an appropriate time space. But I think that's a challenge not just for me but I think it's a challenge for the college.

Students have different schedules and we're cognizant of the fact that you've got three hour classes and five hour classes and it's hard enough for you guys to get the classes and try to juggle and then it's like, 'how do we fit in all of this other stuff on top of that?' And you have work to do, and we recognize students have work to do. You're not going to be here at midnight because you have other stuff to do. You are, in fact, students. You're trying to get your education and we should honor that.

Q: What kind of changes would you still like to see?

A: Well, I think one of them is having more time for the college to have more conversations and trainings together. We're really missing that. I think that we need to develop a common language around some of the terminology we use in terms of equity, diversion and inclusion. That's a change I'd like to see. I'd like us

to try to figure out how to have conversations with each other about difficult subjects. I think that there are techniques and ways to do that. I think that if we can improve that skill across the board, faculty, staff and students, then we can really enter into some conversations about issues that really need to be tackled. Those two are on the top of my list of 'things to do'.

Alo: That would be so useful especially when new students are coming in. Just being able to have them start learning this early on. By the time you're a senior, the communication is just perfect with the whole school.

Mercedes: Yeah, it goes along with the issues of really trying to get better communication amongst all three of the constituencies, the three groups. I think we can improve that if we can set some ground rules, and have a common language, and ways to talk to each other. Because I find that sometimes we're talking past each other. Things get lost, then misunderstandings occur, and situations just go out of proportion where if you'd sorted it out earlier with language difficulties and ground rules it might not have gotten that way. One of the things I want us to do is to be proactive in trying to resolve issues as opposed to reactive.

Q: What is your department/office still working towards? Are there any plans in progress that are related to these issues?

A: Well, one of the things that we've decided to do is to try to figure out a way to track the progress on the demands. We're looking at three separate documents; we're looking at the demands from last year which is forty-some pages, we're looking at a strategic plan that has some of that information in it that talks about diversity and inclusion, and then on top of that you're also talking about the plan that was done on equity and diversion. We're talking three different documents that are often talking about the same things. We've been trying to boil it down to similar kinds of issues and topics. And also to trying to figure out who's responsible for what. A lot of the work we're doing this year is really trying to sort of put things alike together, and also to try to figure out who's accountable for doing that and working with them to make sure that gets done.

I think we're making some progress on that. The faculty have been having lots of meetings, particularly with the Unions, to really look hard at the curriculum issues. I've been talking to the Union president about what things they're finally working out and I think that they're making some progress. But that's going to be kind of slow if you think about it.

One of the things that's clear to me is that if you're going to be making some curricular changes, they demand a couple of

resources. First off, you're going to have people who can teach the material you're talking about. And also, planning for classes really happens a whole year ahead of when the classes actually start. If you're planning courses for next spring, that planning starts now. And if you're planning for courses for next fall, that would've happened last fall. But on top of that, you really have to think about 'how does that mesh with the courses we're already given that are foundational?' And also it really takes time and effort for people to figure out how to make their curriculums more inclusive.



I think one of the things we have to figure out how to do is to incentivize the faculty to do that, because it does take time and effort and I know that a lot of them really do want to make that effort. They've got to balance their own professional lives with making this effort. I think they're slowly moving in that direction and I am really heartened by the fact that they're making the efforts.

Brenda and I have been meeting with the chairs of the department to talk to them about the diversity within their departments. Looking at their full-time faculty, part-time faculty,

the adjuncts; 'how are they going to do that with things that they're doing right now that point to diversity and reminding them that they should keep track of that?'

We're going to try to put together a database of the things that we are doing here, because I'm convinced that we're doing things but we're just not putting it together.

The other thing too is, we're happy to answer questions. I think one of the things that we've realized that needs to happen is that we need to try to help people to navigate the system and understand how things work and students don't always know that.



The whole timing of courses, how would you know that? That's not something that you necessarily have to be concerned of. And then, when you are trying to hire someone to actually teach classes, that's probably about a year and a half to do that. First off, you have to put forth a need for that faculty member to exist. If you need somebody to teach "Social Science", you have to write a rationale for that. It's gotta fit within the budget, and then once the budget is 'okayed' then you are probably gonna spend — it has to go through the hiring process; you gotta write the proposition, you've got to look for somebody to fill the spot, generally we try to encourage people to do that early in the fall so they can be hired during the spring so they can teach the following fall; that takes time. We have to get out there, we gotta recruit; faculty members have to comb through the applications so the cycle is a long one. And I think that the students were right to make the demands because we have to get

started on that but I think the lag time is something that we need to recognize. We need to speed it up where we can, but I wouldn't speed it up if that causes us to not do the right thing.

Q: So, out of everything that you've mentioned: communication, all those issues that you feel should be resolved and some of them that are being resolved, why is it important to you specifically for your department to make/see these changes?

A: I think it's because at MassArt — it's a great place to work and

to go to school and we wanna make it the best place it can be and I think it's as simple as that. We want it to be an example of equity, diversity, and inclusion; we want it to be the best possible place for you, as students, for faculty and staff.

Q: I don't know if what I am about to ask you is technically in these questions, but it's more from my point of view as a student. I feel like a lot of us learn things through the rumors that we hear; that's our main way of knowing what is going on around campus. Something I feel that I've heard a lot — I think we talked about this in a meeting — is that specific classes such as Black Cinema and Chinese Diaspora including the one about Latino Literature, are staying open just in case there's a smaller number of students who are genuinely interested. Do you know anything about this?

A: I see what you mean. I know that they tend to cancel classes because they don't reach their enrollment but I think that those classes are a necessity, so you're right, they probably are holding them open, but I also think that students need to understand that if they want those classes and if they can fit them in, they really need to utilize them otherwise, we open these classes, we hire these people, and then nobody took advantage of it, so I think it's a double edge sword.

I think the faculty, on the other hand, are really trying to advertise those classes because I've noticed that they put up a lot of flyers. I do think that it would be a service to, in your own article, to really talk about the fact that we can't get traction for that if students don't take advantage of those courses; if there are some problems with the times they are being held or other issues, you need to bring that to the floor so that we can address that. I think that, you don't wanna give people an excuse not to do that and that can easily be done if they look and say "oh wow, look, we put these classes together because students demanded it and then they had ten people here and then we ran it for two years and it declined". We have to really talk to each other about how important that is; if it's important then we need to show it is important.

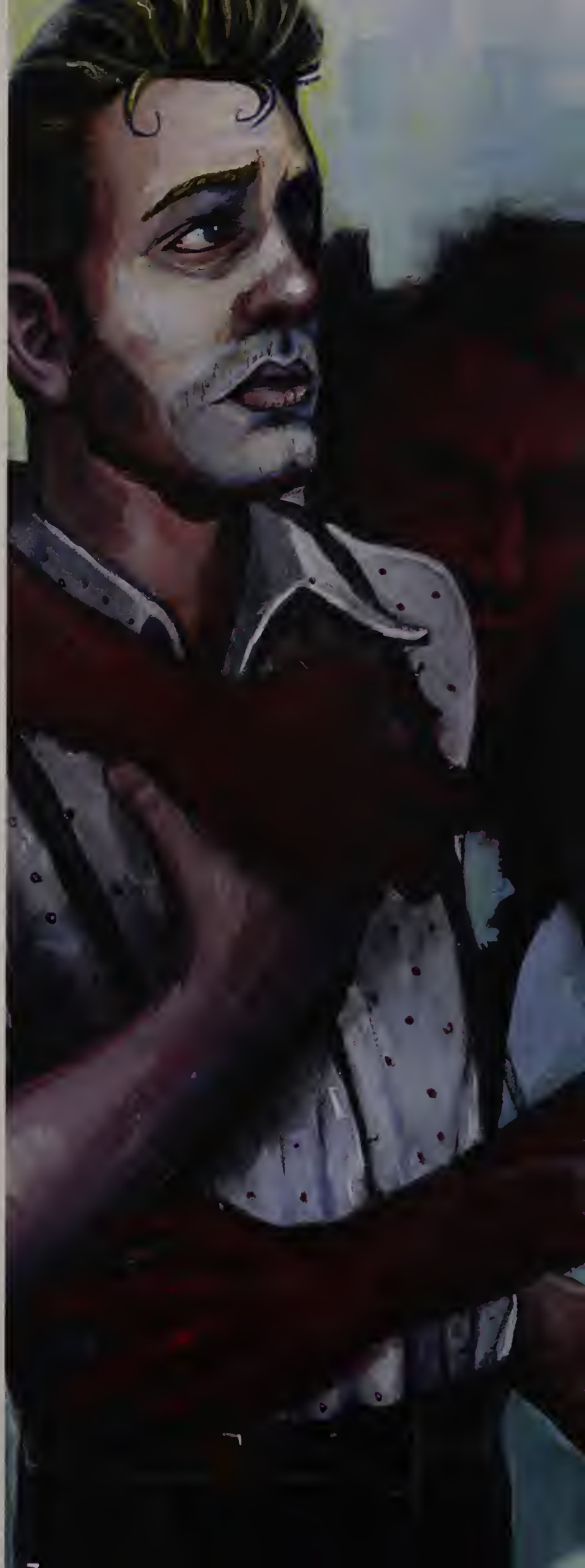
Student populations come and go and interests wain but I think that these kinds of classes are critical to student success. The world is getting more multicultural instead of less multicultural; I think students need to understand that part of this. It's part of their education, it's going to be critical to their success to know this.

It goes along with the missions and values of the college; we talk about having different perspectives and being educated in all the ways that count; it makes a difference when we, when students demand that faculty go out and do that. We really should take it

seriously because that encourages them to do more as opposed to less if it's that patronized.

Q: Is there anything else you want students to know specifically about your department or office?

A: Well, what I want them to know is that they should come by and visit. Brenda and I are gonna try to spend more time working with students now that we have 2 ¼ bodies so it's gonna make it a lot easier for us to get out there. We're hoping to attend student meetings and to establish some really strong bonds with students. Particularly with specialized student groups but also with just students who wanna come by and talk to us about their concerns. So, that's what I want people to know. We're up here on the 8th floor. This summer we anticipate that we might physically have a different (location). We'll still be on the same floor but we're hoping to change our space around so it's a little easier for people to see us. We're just down the hall now because of that temporary conference room. I'm over here in HR and Claudilene is over there (points back). And we are kinda hoping that this summer we'll all be able to be all in one space which will make it a lot easier. We're looking forward to it.



JESSICA RAY-MENDOZA

Therapist and Diversity Outreach Coordinator, Counseling and Wellness Center

Please give a brief statement about where you work on campus and what your job entails on a daily basis.

I work in the Counseling and Wellness Center as a therapist and Diversity Outreach Coordinator. As a therapist my goal is to be available for students of color seeking support. As Diversity Outreach Coordinator this consists of supporting students of color on campus and outreaching to students of color on campus, this role had developed into a lot of different ways on campus which I will speak more of.

Q: What changes has the Counseling and Wellness Center made in response to the student demands from last spring (those presented by the ACU)?

A: The most significant change would be creating a therapist role as Diversity Outreach Coordinator. Historically, CWC has had therapist of color, however, never with the inclusion of the title Diversity Outreach Coordinator. The role has allowed for me to bring a larger emphasis on developing support and programming to the larger Student Development department, for example supporting ACU in programming that they are leading and creating. Another change would be the hiring of Kimberly Ashby, our Diversity and Activism Liaison for CWC. She is a doctoral student in counseling psychology at Boston College where she is a researcher for Dr. Janet E. Helms' Institute for the Study and Promotion of Race and Culture (ISPRC). She also has extensive experience with on campus activism both at Boston College and Salem State University. The other significant responsibility CWC has taken on with my role is developing and providing anti-racist education for faculty and staff in partnership with Kim and Amanda Weber, one of our interns. Amanda is a strong activist, and doctoral student herself studying under Dr. Helms. Additionally, she is wonderful at communicating how to grow to be an anti-racist white person in today's world. Our workshop consist of explaining and teaching on concepts of interpersonal and institutional impacts of racism on our students and helping understand racial identity development that everyone should understand, whether being a student, faculty, therapist or citizen of this country. We have been invited to various departments on campus to bring the workshop, beginning with the President's Administrators Council, Faculty Chairs Meeting, Student Development Division, and Graphic Design Faculty. We also have been able to join some classes in Studio Foundations and Fibers Department. However, with the changes, I would say what has been the most valuable to me has been to be bring myself as a therapist and give

my hours to students of color that want counseling. This is the most precious work that I do, it is difficult to be a student of color at a historically white institution, and my first goal being new at MassArt is to prioritize the care and support of these students. They are critical to the future of MassArt.

Q: What kind of changes would you still like to see?

A: CWC is talking about issues of race on a weekly basis. As a team, as we teach and lead our interns, in our meetings and seminars. I do all my work here coming from a framework of creating an anti-racist, inclusive, intersectional culture. Our leadership, both Betsy Smith and Jordan Downing, to our Dean, Jamie Costello and our VP, Maureen Keefe also support me in bringing my voice and ideas that can further this commitment. As a team, having us continue this focus with me here to begin the next year, I am hoping we bring more workshops to events like orientation, leadership training, faculty and staff training. I'm looking forward to doing this planning in August now that I have been able to get to know the community this current school year.

Q: Why is it important for the CWC to make these changes?

A: As a department we believe that it is important to understand issues of race and racism is imperative to deconstruct our own identities, bias and assumptions—knowing that without this deconstruction we will continue to perpetuate a culture of oppression. We have to talk and learn about these issues for the sake of humanizing those that have been historically oppressed or find themselves experiencing oppression in our current societal context. This work is not just important, it is imperative in our department.

Q: Is there anything you want students to know specifically about your department/office?

A: Our team is here for you. There are a million questions and very little answers these days. However, as a community of artist we have to dig deep for hope and solutions for our campus to come together. One thing I have learned about MassArt students since I arrived in September is that not only are they creating art that will change our world, they are creating ideas that liberate and offer freedom. I can't think of a better place for me, as an anti-racist educator, to be rubbing elbows with artist who's passion about the struggle to liberate is more salient.

FRANCO PONS

Animation '18

Co-Leader of SGA & Representative of ACU

Q: What changes has your department made in response to the ACU demands from last spring?

A: To be honest, I've only noticed a few teachers mention the demands, and those teachers were the ones who I actively sought out for assistance. I think the teachers are more inclined to have conversations on race, but hardly any of them are able to facilitate conversations regarding social justice. I would like to see more proactive efforts from their end. But I've definitely noticed more

be afraid to be wrong. We're all growing here and unlearning our ignorance; I want people to feel comfortable enough to ask questions.

Q: What is your department/office still working towards? Are there any plans in progress?

A: To be honest, I don't know much about what the animation department has planned, but for ACU, we want to make sure it is known that ACU is a safe space for our students of color. We want it to be a space where we uplift each other and learn new things about one another. It should be noted that ACU is NOT an activist group. While activism has started from ACU, it is problematic to expect the students of color to do all the work in starting change on campus. It's important to make these changes because marginalized groups need to be respected. Right now, at MassArt, we are failing our students of color. Especially our



support from administrative staff (SGA, Student Development, Residence Life). ACU has been given more opportunities to plan events for students and faculty on campus, but this is just the start. I would hope we retain the support we've gotten within the last year.

Q: What kind of changes would you still like to see?

A: I would like to see other students being more pro-active. It's easy (easier) to hold administration and faculty accountable because it's their job to provide a safe space at MassArt for ALL students, however, a lot of the changes need to happen culturally throughout the campus. I want students to research, learn on their own, engage in conversations, acknowledge their privileges, not

Queer students of color and students with disabilities. These people are important; their lives and education are important. MassArt should feel safe for everyone, especially those who are still oppressed in the outside world.

Q: Is there anything you want students to specifically know in regards to your department/office?

A: Again, ACU is primarily a safe space for PoC. Many of our members are definitely down to be educators and help with activism, but we're people too. We can always use support and have our peers show solidarity, change happens when more folks come together.

interviewed by
Marlene Cole

LIN HAIRE-SARGEANT

Liberal Arts Department Chair

Q: What changes has the Liberal Arts department made in response to the student demands from last spring?

A: Some of the things that the students demanded were in process as they [the demands] happened. We really need to notice the students' demands, and [so] we offered in the fall, and in the spring [now] some courses. We offered, for instance, Queer Studies; it's the first time, as far as I know, that anybody was offering that course here at MassArt. So that certainly was influenced by the

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We hired an instructor to teach Black Cinema, Chico Colvard, now he is on a one year contract in the spring and the fall,



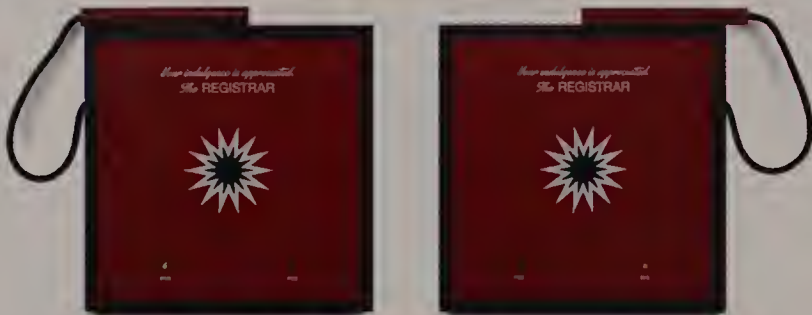
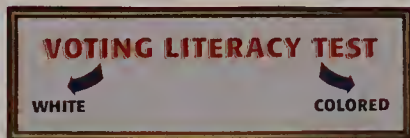
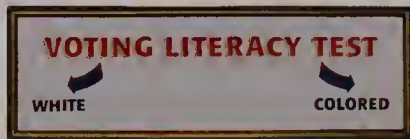
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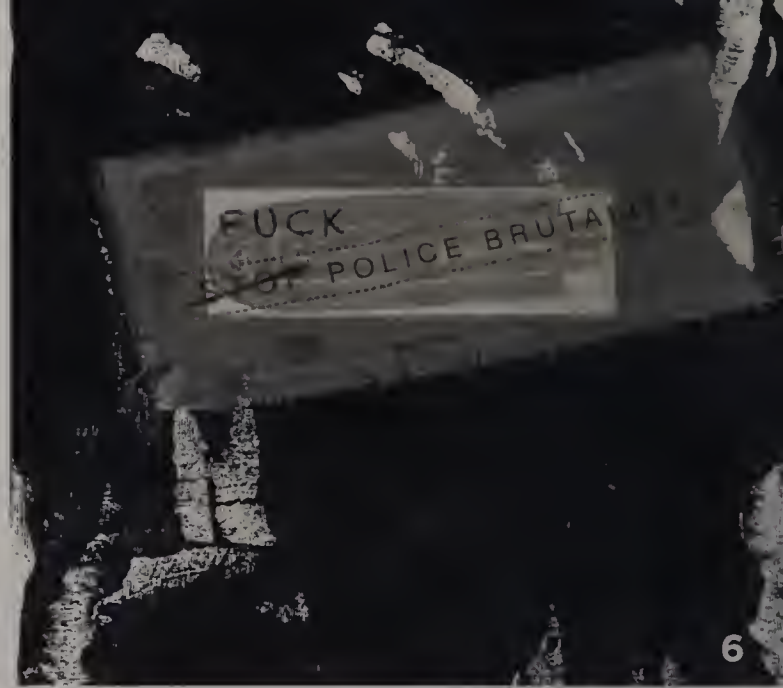
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I think specifically from the student demands, and also from an action that came from SGA last year, we started talking about altering our approach to Freshman Seminar, and to introduce into it ways of thinking about themes of social justice, and of course you can add subject matters in Freshman Seminars but also you can teach students, or expose students, to the basic meanings of moral and ethical issues.



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◀ Let's Vote

Voting rights of African Americans in Southern states marked segregation and inequality by administering a state mandatory literacy test. A sign marked "white" and "colored" separates would-be-voters for participation in the literacy test. The white applicant panel (left), has a round peg that fits into the round hole, a green light indicates PASS. The colored applicant panel (right), has a square peg that will not fit into the round hole, a red light indicates FAIL.



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Q: What kind of changes would you still like to see at MassArt?

A: Well, I'll just speak for myself, because the department is big and has many different opinions. But for myself, I think the idea of diversifying our faculty, and hiring people of many different backgrounds, races, origins, and different points of view is a pretty good idea. The student demands from last year stated that new hires and faculty should mirror the diversity of the student, and I think that's a very good idea. I also know that change is very slow when it comes to hiring tenure-track faculty and there's a huge process [involved].

Q: What is the Liberal Arts department still working towards? Are there any plans in progress that are related to these issues?

A: Yes, a bunch of them. We're working on getting minors for Liberal Arts, and the first one is Creative Writing, and there's also a World Studies minor that Marika Preziuso is spearheading. We're really thinking about this idea for students to have available different perspectives from the dominant culture and how this global minor would be constituted is still in discussion. That's one of the things we're trying to figure out.

Also the Sustainability Minor. We hope to give that a home in Liberal Arts and we [have been] talking to Jane Marching and Joanne Lukitsh about that.

All of this is more or less controversial. [For example] Literary Traditions, it's a wonderful course. It has been pretty much in the western tradition on the reading list. We are in discussions now about making available traditions other than western traditions, including literary masterpieces from other traditions.

Q: Why is it important for the Liberal Arts department to work on these changes or initiatives?

A: Liberal Arts brings together so many ideas. Students take a number of credits in Liberal Arts — everybody had to do it. And we have the opportunity to pass on the academic tradition to students. I think wholeheartedly that it's our responsibility not to do that narrowly, and not simply only pass on the way things have been — all of it's good too. To open up for a creative and vibrant future that can be better. Let's help save the world rather than bring it down or hold it back.

A big theme that emerged in our curriculum planning, in part a response to the demands from last year, is an emphasis on creative approaches to the future. Maura Smyth especially, but there are others too, teach dystopias and utopias in various contexts with the idea of avoiding dark futures and building a better earth.

So I think that Liberal Arts has a responsibility and an opportunity to have this idea of utopia — making possible imagining and making possible enabling a utopian thought to become a realization. Art does that in many ways, but Liberal Arts can bring it together — give it intellectual substance and connect it with outside thinking.

Q: Is there anything you want students to know specifically about the Liberal Arts department?

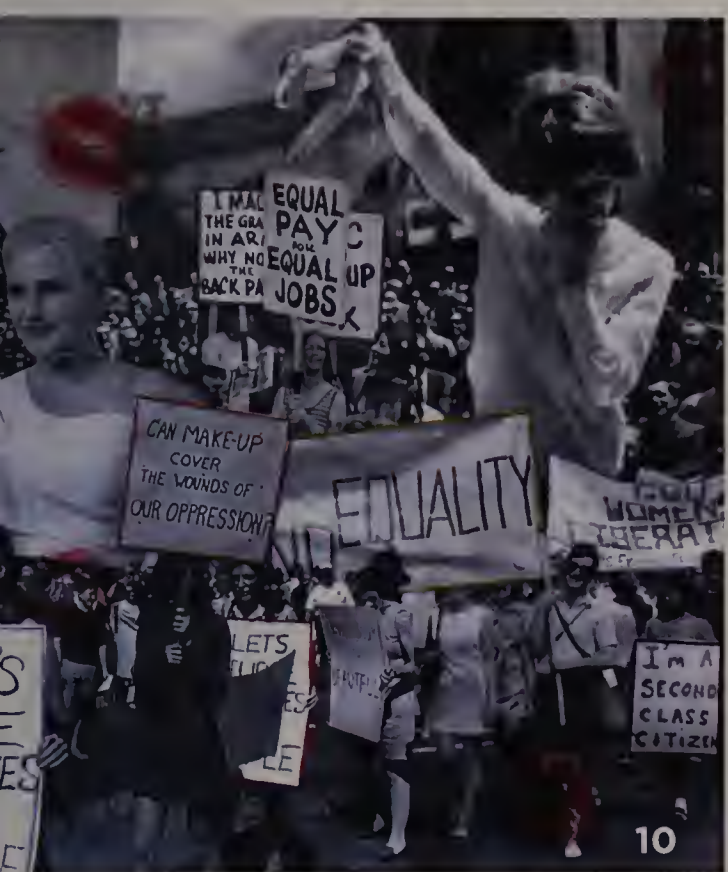
A: I'd like students to know that the liberal arts classes are so various. There's such a variety of classes — there's so many ways that students can use what they've learned in liberal arts classes to really enrich their work and help them in their careers, expand their imaginations and to find out about things. So I'd like students to know that we value curiosity, we value connection with art. Virtually all of the teachers in Liberal Arts have some kind of connection to the visual arts, that's why they were hired to work here. Not only in the area of specialization and knowledge that they have but with a love of the visual arts. I'd like students to know that it's pretty exciting to take Liberal Arts classes.

- 1 "Dissection", Jessi Xiong, Animation '19
- 2 "Land of the Free", Kimberly Blundell, Fashion Design '19
- 3 "Giovanni's Room by James Baldwin", Ryan Carroccino, Illustration '17
- 4 "Portrait Images", Jorge Jimenez, Illustration '18
- 5 "Let's Vote", Keith M. Francis, MFA Candidate '19
- 6 "Fuck Police Brutality", Nan Genger, Fibers '17
- 7 "Stand Up", Megan Johnson, Graphic Design '17
- 8 "Nipple Problem", Kimberly Blundell, Fashion Design '19
- 9 "Civil Protest: The Next Generation", Kayla Rich, Graphic Design '20
- 10 "We're Not Beautiful. We're Not Ugly. WE'RE ANGRY." Kimberly Blundell, Fashion Design '19
- 11 "Untitled", Caterina Maina, Photo '20
- 12 "Twelve Days of Dreaming", Illesha Khandelwal, Photo '17
- 13 "Untitled", Caterina Maina, Photo '20
- 14 "Set for Failure", Ryan Carroccino, Illustration '17
- 15 "Civil Protest: The Next Generation", Kayla Rich, Graphic Design '20

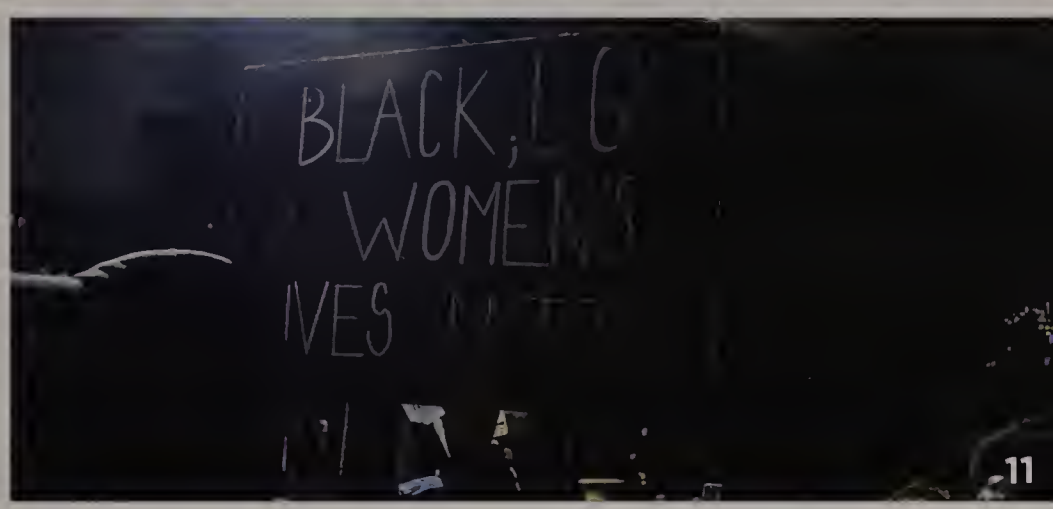




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ADRIANA KATZEW

Professor, Art Education
Co-chair of Diversity Council

Q: What changes has the Diversity Council made in response to the student demands from last spring (those presented by the ACU)?

A: The committee was formed mid-semester, and so, we started kind of late in the running. We were given what our role is—we got the charge. And part of what we thought, and partly in combination with establishing who we are. We thought it was important to establish who are the people in the committee. Some people, like faculty, got to choose, or were asked by the President to decide, and other people got assigned to it.

So what we've done is to spend some of the time just getting to know each other. And right now what we did was we asked Mercedes, who is the head of the office of Diversity, Inclusion and Equity, [she was] putting together a way of organizing the demands, and so she brought them in finally in January. We distributed them to the Diversity Council and began reading them, so two meetings ago they got distributed to all of us and everybody got to see them. Last meeting, we divided into subcommittees, and different people are investigating what is happening with some of these [demands]. In preparation for two meetings ago, I wrote all the demands from Mercedes' list and I checked most of them—just making sure that it's pretty parallel.

Some of the demands said 'To Be Determined', some of them have a specific date, some of them are in progress. And so, in the diversity council we asked "what does this 'to be determined' mean?" One of the people in the council, Ernie Plowman, who works in Academic Affairs, said that just cause it says TBD doesn't mean that nothing has happened, it's just that it is happening. He's in that subcommittee that works with academic issues. We're going to be getting an update from each [subcommittee] as to what's happening.

The other thing that we discussed at length during the last Diversity Council was the hiring of three white faculty members for Animation. That was a surprise element to find that out. A lot of faculty are, in general, really upset about it. How does that happen, when we are trying to [teach] about issues of hiring that are more proactively about diversity and inclusion. The office of Human Resources and Mercedes' office is discussing what is the process of hiring for an open position for tenure-track faculty. It's different from adjunct and lecturers—but for this there is more of a road map and a little bit more of a sense of what happens.

So basically, there are no changes yet. Our job is not to make changes, our job is to update what issues have been met or not.

Q: What kind of changes would you still like to see at MassArt?

A: For one, I think that, as a co-chair of the Diversity Council, accountability for the demands. Students, faculty, and staff spent, collectively, a long time bringing issues like this of diversity, inclusion and equity to the table. Last year it sort of just exploded—students were very active. I think what I would like in my role as co-chair to see happening is accountability for the institution—how is it making it happen? And so, what I see as part of our job is asking those departments: "How are you making that happen? What is really happening?"

Personally, that's part of it as well. Part of it is for students' voices to be really strongly heard here. I'm in the [Art] Education department, so that for me is really important. This idea that there's power in student voice and that even though people graduate and people are here short-term, that it's not like "I'm going to push it aside, because in three years they'll graduate." That we need to make changes in society, we need to make changes at MassArt as an institution. There may be a lot of wonderful people, but as an institution, is it echoing a lack of response to important issues, or is it willing to really proactively change?

How do we build an institution, and any institution, that is not defensively reacting but proactively changing? We can be, if we choose to be, making proactively positive changes, and be a leader in that.

Q: What is the Diversity Council still working towards? Are there any plans in progress that are related to these issues?

A: Everything. It's still pretty new. It's something that is up to the President to continue to renew it. My sense is that President Nelson so far, [is that he] is a person with a vision as to this. That's what I've observed about our new President. But I'm encouraged by his vision for some things that need to happen because they are the right things to happen.

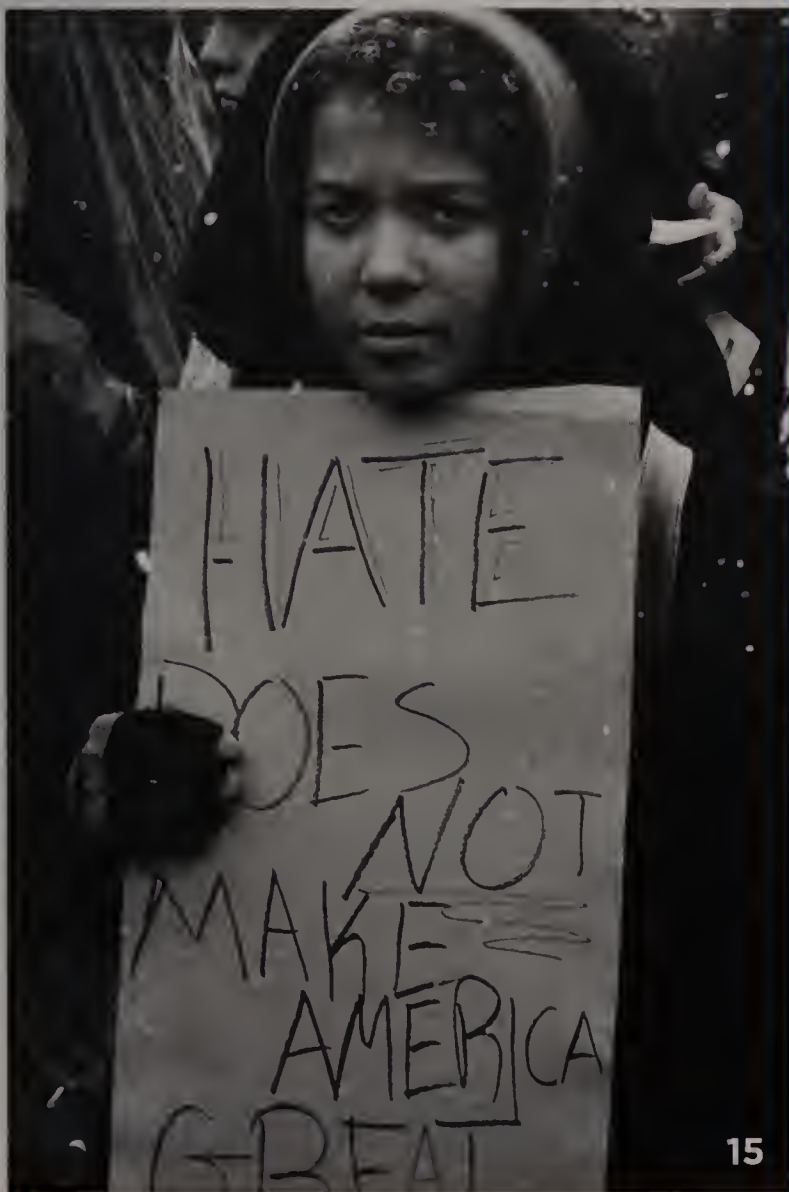
Q: Why is it important for the Diversity Council to work on these changes or initiatives?

A: I think it's just a matter of accountability. I think when you have an external group that's not the office of Diversity and

Inclusion (as external as you can get), but that faculty, staff and students [are] being the key to holding the university accountable.

Q: Is there anything you want students to know specifically about the Diversity Council?

A: Every student is welcome to come to as much of a [Diversity Council] meeting as they want to, as little as they want to, and as often as they want to. It meets on Governance Wednesdays, from 1:10 – 3:00pm, usually meeting in DMC 108. They don't have to send an email asking to come, they can just come. Usually towards the end of the meeting, there is a community voice for people to speak there, but if there's an issue that they want to raise, they can raise it at that time. We want people to participate.



a statement from MassArt President

DAVID NELSON

Inclusion, diversity, and equity are essential values at MassArt. By essential, I mean they are part of the essence of who we are.

Our campus community, like our nation, is stronger and better when we include people from different places and from varied cultures, those who have different experiences and viewpoints.

We are made richer and more creative when we welcome such diversity, including students from different races and ethnicities as well as those who have been in the news lately – from the immigrant community and international communities, DACA students, and transgendered students.

The mission of the Massachusetts College of Art and Design states that we prepare students of diverse backgrounds. We remain unwavering in this commitment for all of our students.

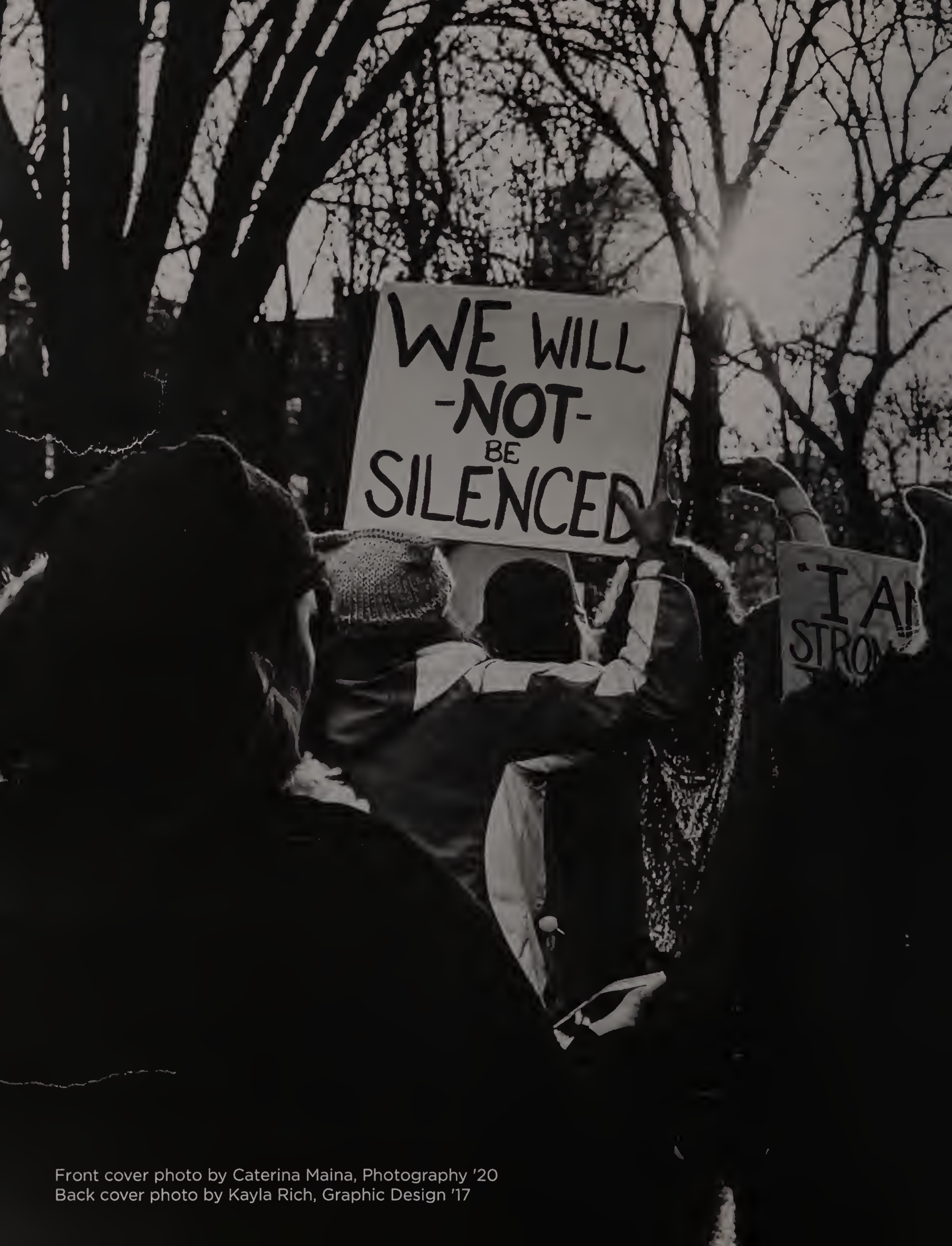
One of the great leaders who has inspired me most is Martin Luther King, Jr. He is a hero to me – someone who kept working toward equality and justice in the face of oppression and hatred while remaining filled with hope and resolve. Dr. King reminded us, drawing on the words of nineteenth-century abolitionist Theodore Parker, that “the moral arc of the universe is long, but it bends toward justice.” Those words continue to resonate.

Of course, not every day is sunny. Not every day seems hopeful. Dr. King worked to get us through dark days. He assured us that truth and justice will prevail. He encouraged us, reminding us that when we grow impatient and frustrated and we ask, “How long?”, we should hear and repeat the refrain, “Not long!”

Dr. King taught us not only that we must pursue justice, but that we must pursue it in a particular way. In a 1957 sermon he said, “Darkness cannot drive out darkness. Only light can do that. Hate cannot drive out hate. Only love can do that.”

I am hopeful because I get to spend my days, as you do, working with the next generation of hopeful young people who will bend that moral arc even more toward its just end.

As your new president, a key goal for me is to ensure that MassArt remains committed to providing equal access and a discrimination-free environment for all. I pledge to work with resolve and hope and ask you to join me in creating a safe environment in which we can all do our best work and be our best selves.



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